

Common Risk Factors Associated with Dyslexia □

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning.

A **family history** of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014). □

Preschool

Delay in learning to talk □

Difficulty with rhyming □

Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”) □

Poor auditory memory for nursery rhymes and chants □

Difficulty in adding new vocabulary words □

Inability to recall the right word (word retrieval) □

Trouble learning and naming letters and numbers and remembering the letters in his/ □ her name □

Aversion to print (e.g., doesn't enjoy following along if book is read aloud) □

Kindergarten and First Grade □

Difficulty breaking words into smaller parts (syllables) (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”) □

Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as □

Difficulty remembering the names of letters and recalling their corresponding sounds □

Difficulty decoding single words (reading single words in isolation) □

Difficulty spelling words the way they sound (phonetically) or remembering letter □ sequences in very common words seen often in print (e.g., “sed” for “said”) □

Second Grade and Third Grade □

Many of the previously described behaviors remain problematic along with the following:

Difficulty recognizing common sight words (e.g., “to,” “said,” “been”) □

Difficulty decoding single words □

Difficulty recalling the correct sounds for letters and letter patterns in reading □

Difficulty connecting speech sounds with appropriate letter or letter combinations and □ omitting letters in words for spelling (e.g., “after” spelled “eftr”) □

Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression) □

Difficulty decoding unfamiliar words in sentences using knowledge of

phonics □

Reliance on picture clues, story theme, or guessing at words □

Difficulty with written expression □

Fourth Grade through Sixth Grade

□ Many of the previously described behaviors remain problematic along with the following:

Difficulty reading aloud (e.g., fear of reading aloud in front of classmates) □

Avoidance of reading (e.g., particularly for pleasure) □

Acquisition of less vocabulary due to reduced independent reading □

Use of less complicated words in writing that are easier to spell than more appropriate □ words (e.g., “big” instead of “enormous”) □

Reliance on listening rather than reading for comprehension □

Middle School and High School □

Many of the previously described behaviors remain problematic along with the following:

Difficulty with the volume of reading and written work □

Frustration with the amount of time required and energy expended for reading □

Difficulty with written assignments □

Tendency to avoid reading (particularly for pleasure) □

Difficulty learning a foreign language □